



Multicultural Environmental Education

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Agenda

- Overview
- Five Strategies
- Individual Meetings



Multicultural Education

- Addresses human diversity:
 - Race
 - Ethnicity
 - Social class
 - Gender
 - Disability
 - Sexual orientation
 - Skill level
 - Learning styles



Multicultural Education

- Empowerment
- Critical thinkers
- Respect
 - Home culture
 - Beliefs
 - Abilities
- Equal opportunity
- Cultural pluralism



Be aware of the ways your own culture influence your expectations of children

- What behaviors were encouraged by your family as a child?
- How did your family make you feel proud?
- Were you encouraged to be independent or interdependent?



Consider the cultural background and the community

- Observe how children approach new tasks, relate to other people and react to praise.
- Learn about the cultures from which the children in your program or school may come.



Use your basic knowledge of the culture to create appropriate lessons

- Stories
- Phrases
- Comparison/analogies
- Bring in cultural experts



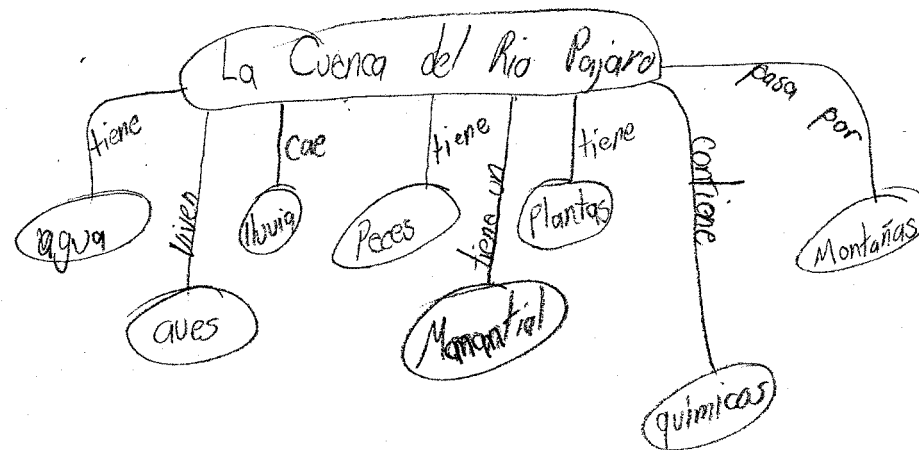
Graphic Organizers

This strategy provides the learner with verbal and visual structure for new vocabulary, identifying and classifying major relationships of concepts.

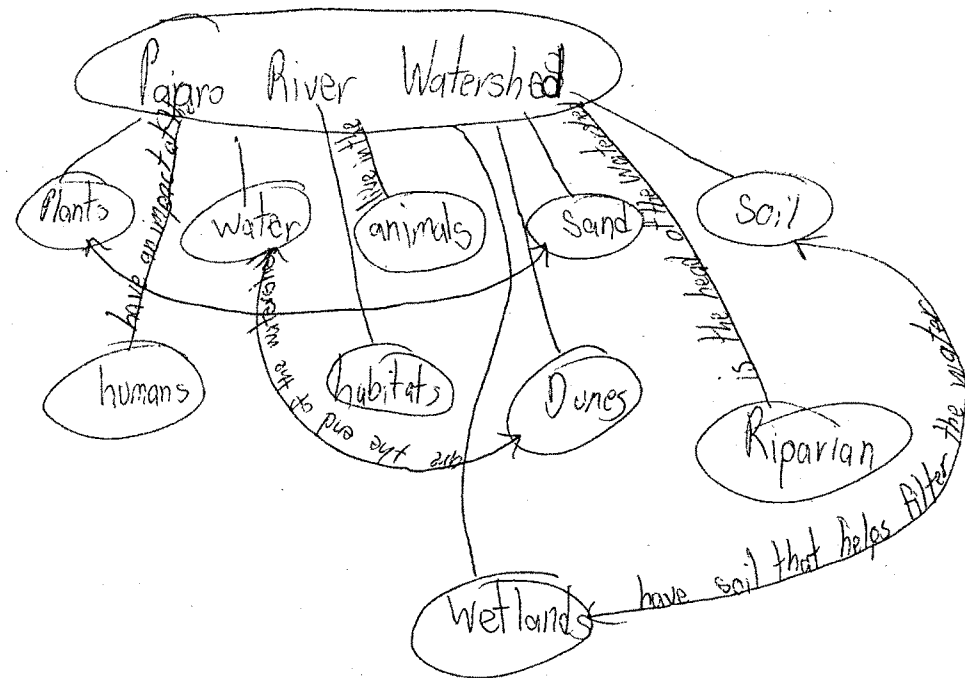
- Picture of a concept
- Way to provide meaning
- Theme with main ideas
- Visual with print
- Way to show relationship

Example

Name/Nombre:

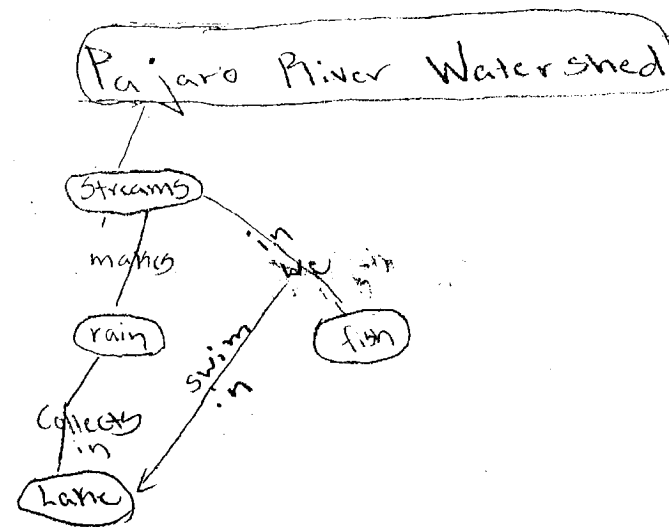


Name/Nombre:



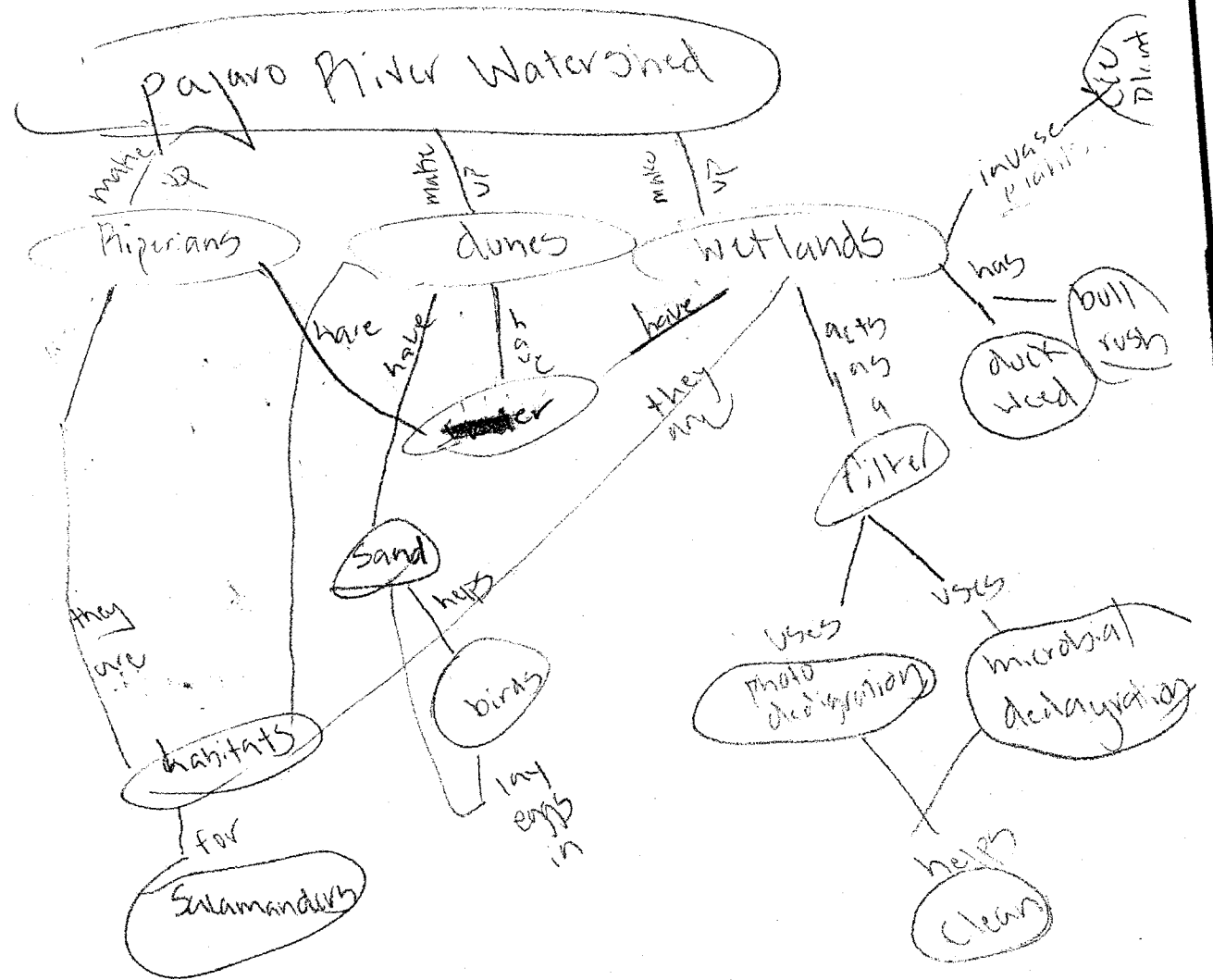
NAME/NUMBER:

streams
rain
puddles
swim
lake
fish
animals



Name/Nombre:

Paparians
dunes
wetlands





Tips

- Give students a starting point like a central idea or theme
- Model for the students the structure you would like for them follow. You may want to use the “Think Aloud” process discussed below.
- Have students use words to connect big ideas or concepts to help show relationship.
- Use for pre and post evaluation to ascertain content acquisition beyond vocabulary usage.



Inferential Strategy

This strategy helps the learner related to the new information by connecting it with their prior knowledge or experience.

- Identify the ideas/concepts
 - Watersheds are composed of many habitats.
 - There are many different types of habitats in watersheds.
- Develop two questions for each idea:
 - Background question: Do you have a habitat around your house? What makes up this habitat?
 - Prediction question: In this next activity, we are going to learn about the different habitats or animal homes in a watershed. What are some habitats do you think we will see that are part of the watershed?



Inferential Strategy

- Discuss the background and/or prediction questions before the activity. Have students write down predictions in journal.
- After the activity, go back to the questions and discuss their predictions. Where they close? Have students write a sentence or two if their predictions were close or why they were not?



Semantic Feature Analysis

This strategy is based on the way that learners organize knowledge and is a good visual practice that capitalizes on a learner's prior knowledge.

- Determine the major ideas that you want to convey. List the words/phrases that relate to each major idea.
- Put the words/phrases into a relationship chart. Make a presentation version (overhead, poster) and a handout for each student.



Semantic Feature Analysis

- Students name and explain each major idea.
- Throughout the discussion, assign marks for “what we know” on the presentation version.
 - + = there is a relationship
 - - = there is no relationship
 - ? = “what we need to know”
- After activity, review the chart and fill-in any new information.
- Remember to use pictures as often as you can to explain new concepts or ideas.



Example

Features of a home	A – frame	Igloo	Thatched hut	Ranch style
Window	+	-	?	-
Door				
Brick				
Wood				
Shingle				
Adobe				



Think Aloud

This strategy allows learners to see how experienced thinkers process new information. Use this strategy if you would like your students to do similar follow-up activities.

- Choose an activity that will require you to think through a process and problem solve.
- Have students work on their problems and walk you through their thinking process. Use questions to help redirect misconceptions.



Think Aloud

- Remember the following during “Think Alouds”:
 - Make predictions (developing hypothesis) – “Hmm, I wonder what would happen if I were to put water on this watershed model? I think it will...”
 - Describe the picture forming in your head – “I can imagine water running down a hill without trees.”
 - Relate to prior experience – “When I was little, my brother and I use to make ‘rivers’ in our backyard. I always noticed that if there was nothing blocking the water, it would usually take dirt with it.”
 - Monitor ongoing comprehension – “Maybe the same would happen if it rained on a hill without trees. I wonder if...”
 - Demonstrate “fix-up” strategies – “Wait, nothing happened. I’d better check if I did this right or maybe I guessed wrong?”



Learning Logs

Monitoring one's own learning process and progress (metacognition) is an important cognitive skill and one that will help learners master their own learning. The Learning Log strategy helps students direct their learning and helps students clarify their thinking through writing.



Learning Logs

- Direct students to re-examine the activity by writing in their journals. Have them answer the following questions:
 - What did I learn today?
 - What confused me?
 - What did I enjoy, dislike, accomplish in class today?
 - What would help to clarify things for me?
 - How did I learn from the activity?



Learning Logs

- Have students write for at least five minutes. Make this practice as consistent as possible and your students will reap the benefits of self analysis.
- Use the logs to see what content or processes need to be reviewed, clarified or expanded. You may choose to use the logs to have personal communication with each student.



Contact

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Groups

Sonya	Jenny
Beach Garden Project	Crissy Field
SFUSD Environmental Science Center	Randall Museum Friends
MERITO Channel Islands	Oakland Museum of California